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ABSTRACT

A special demonstration project to develop, pilot test, evaluate, and disseminate a competency-based, open-entry/open-exit training program model for adult education guidance and counseling personnel resulted in the development of SAGE (Skills for Adult Guidance Educators). The SAGE training system was developed in nine steps including exploring scholarly research and conducting a nationwide survey; defining a philosophy of individual development materialized in the conceptual model; and defining a philosophy of instruction materialized in the training model. The conceputal model is predicated on an interrelationship among four concepts: life stage, life style, life space, and total life planning. The training model is based on the following concepts: evidence of learning is a learner's performance; performance is measured in on-the-job situations; and the rate of learning is determined by the learner. SAGE, a module system of self-instructional packages, contains twenty-one broad skill areas (role statements) required of adult education guidance and counseling personnel which are each subdivided into specific skills. Each specific skill is taught in one module with each module containing the following components: Learning Objective, Rationale, Preassessment, Learning Activities, and Postassessment. This system may be adapted to many diverse adult and counselor education settings. (The twenty-one role statements and seventy-five module titles are appended, and information on their availability is included.) (EM)

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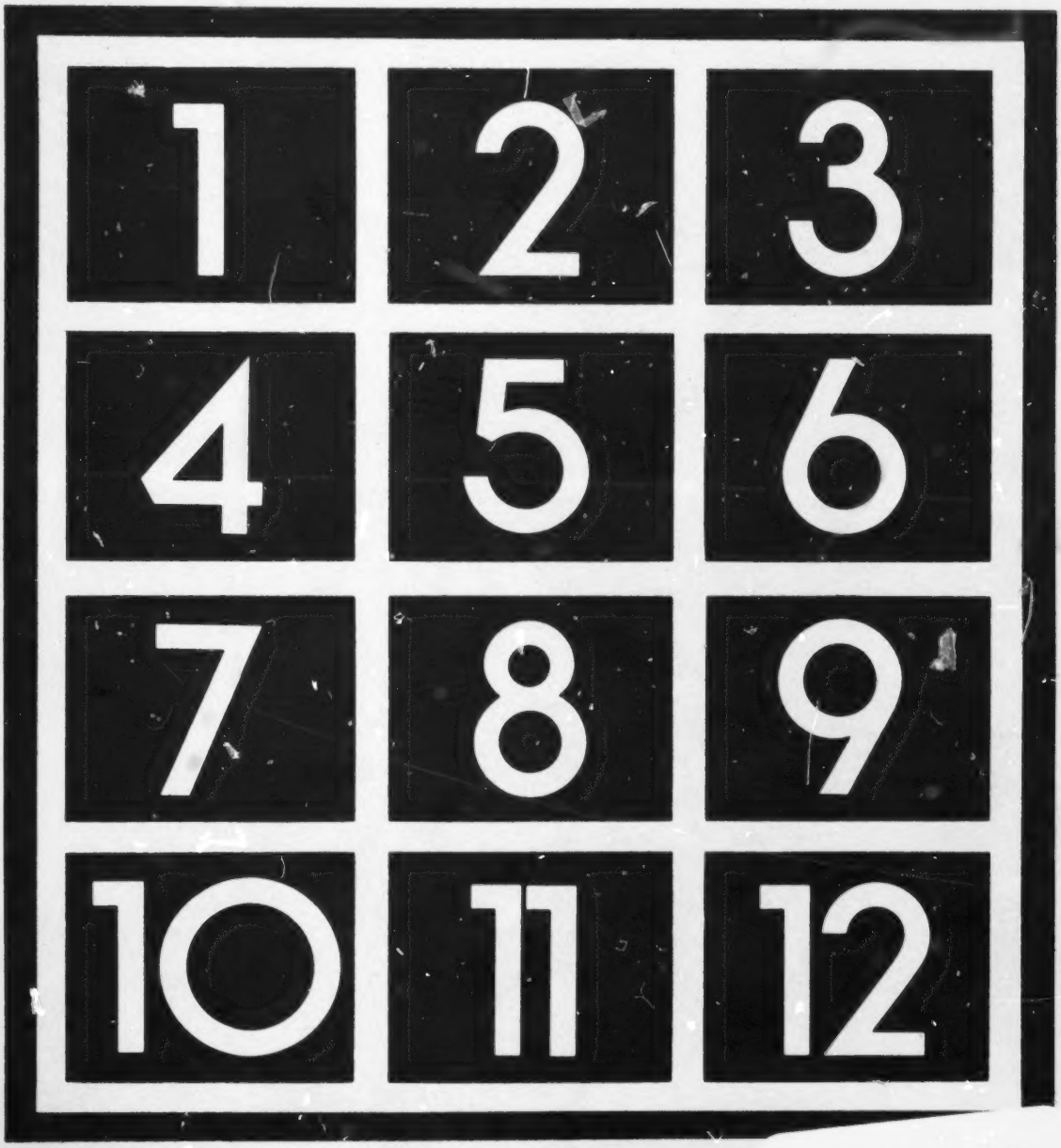
Adult Career Education Counseling Project Final Report



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ADULT EDUCATION PROGRAM

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ADULT CAREER EDUCATION COUNSELING PROJECT

FINAL REPORT

GOALS AND OBJECTIVES

The Adult Career Education Counseling Project which developed SAGE (Skills for Adult Guidance Educators) was a 309(b) special demonstration project funded by the United States Office of Education, Division of Adult Education. The grantee agency was the Northwest Regional Educational Laboratory in Portland, Oregon. The general goal of the Project was to develop, pilot test, evaluate, and disseminate a competency-based, open-entry/open-exit training model for adult counseling and guidance programs.

The specific objectives of the Project were: (1) to identify roles of counselors and staff with counseling and guidance functions, (2) to develop a set of necessary competencies for adult education counselors and staff with counseling and guidance functions, (3) to test and evaluate the initial set of competencies, (4) to develop a process for the installation of competencies through pre- and inservice programs, and (5) to disseminate final product through nation-wide workshops.

REVIEW OF LITERATURE

In order to realize these specific objectives, the project began with the preparatory research procedure of exploring related scholarship. Eventually, the result of this initial effort was the publication of the comprehensive document, Adult Career Education Counseling and Guidance Literature Resource and the Supplemental Literature Resource for Adult Career Education Counseling and Guidance. The Resources contain 904 classified, annotated references addressing the areas of: (1) adult counseling and guidance, (2) adult career education and career development, (3) competency-based counseling and guidance programs, and (4) current adult education programs based on an individualized competence system. In addition, the Resources compile the most relevant articles, journals, information from clearinghouses, as well as materials from the National Survey of this Project which are not currently in print. The purpose of the two Resources is to provide the practitioner or researcher with a variety of research sources in two related documents.

In addition, a further research procedure involved conducting a National Survey to ascertain which competencies ought to be included in the system. With an attempt to involve both counselors and adult educators, approximately 1,500 inquiries were sent to five target populations:

(1) State directors of adult education

(2) State directors of counseling and guidance programs

(3) State directors of vocational-technical education programs

(4) Adult education graduate program professors

(5) Counseling and guidance professors in four-year colleges

The result of the survey was a wide offering of professional opinion which prepared the way for the development of specific learning tasks (modules).

CONCEPTUAL MODEL

When initial research efforts were complete, the second step of the Project was underway. It consisted of defining the philosophy of individual development. Definition took the concrete form of the Project conceptual model. The conceptual model emphasized the "total career life-style planning" approach to individual development. As such it identifies the life roles of adults (e.g., wage earner, citizen, student) and stresses the awareness of the adult to perceive the interrelationships among these differing life roles through total life planning. The model also was used to assist in the designation and development of competencies relevant to adult counseling and guidance functions.

DEFINITION OF TERMS

Developing the conceptual model was a process of defining our beliefs about individual development. A related process was the third step of the Project, the definition of terms. The definitions selected tend to reinforce the life-roles approach to adult counseling and guidance, as represented in the conceptual model, and are as follows:

Adults

Individuals who have come into that stage of life in which they have assumed responsibility for themselves and others, and who have concomitantly accepted a functional productive role in the community

Career

A sequence of life events which significantly contributes to or affects an individual's life role

Career Development

The continuous lifelong interaction among psychological, sociological, educational, physiological, economic, aesthetic, and vocational factors that affects individuals as they make decisions about themselves in relation to their total life style

Career Education

A systematic attempt to increase career options available to individuals and to assist in acclimatization of individuals for their several life roles: economic, community, domestic, vocational, aesthetic

Career Guidance

A wide range of functions (of which counseling is the central function) which is directed toward helping individuals make optimum use of their alternatives in acquiring an education and in pursuing a career

Competence

A skill to be mastered

Counseling

A systematic exploration of self and/or environment by a client with the aid of a counselor to clarify self-understanding and/or environmental alternatives so that decisions or changes are made on the basis of greater cognitive and affective understanding

TRAINING MODEL

In the fourth step a training model was designed. As the conceptual model in its concrete form expresses a philosophy of human development, so the training model in its concrete form expresses a philosophy of individualized instruction. The training model contains the elements of the Learning Activity Package (LAP) approach: a learning objective, rationale statement, preassessment, learning activities, and a post-assessment. Thus, learning tasks (or modules) are separate entities and learners are required to make active responses at their own paces. The LAP approach to instruction has the potential to:

(1) Increase student motivation through realistic and relevant experiences

(2) Measure skills and concepts already mastered

(3) Help bridge the gap between everyday life and the relative abstractness of some curriculum topics by providing real-life experiences

(4) Establish an opportunity for the student to use imagination, problem solving, and creativity skills

(5) Encourage student responsibility for their own learning through interaction with a continuous learning process

Particularly strategic qualities of the LAP training model are its adaptability and flexibility. Local staff may use those learning tasks (or modules) which best fulfill their program's needs. Graduate programs in either adult and/or counselor education will have the option of using any or all of the training materials to complement their program's objectives. Or, in other cases, programs may develop their own learning competencies or modules using the process approach to module development.

ROLE STATEMENTS

The fifth and sixth steps of the Project were concerned more with "what" was to be learned than "how" it was to be learned. In other words, once the model of instruction was selected, the learning objectives themselves had to be selected.

The fifth step, therefore, involved selecting an Advisory Committee to assist in identification and selection of major learning areas, known as role statements. The Advisory Committee consisted of an equal representation of adult students, adult education and counselor education personnel, directors of adult education programs, and counselors in adult education settings.

MODULES

In the sixth step, modules representing appropriate competencies from both adult and counselor education disciplines were developed. The Module Development Committee was composed of eighteen adult and counselor educators. The Committee was responsible for dividing the 21 adult counseling and guidance role statements into learning tasks, or modules. The Module Development Committee also was responsible for designing these modules according to the LAP training model. Each module, therefore, became a separate entity with its own learning objective, rationale, preassessment, learning activities, and post-assessment.

PILOT TESTING

The seventh step involved pilot testing the modules. Pilot test activities were carried out by two field supervisors. One supervisor operated in the rural environment of Pocatello, Idaho through Idaho State University, Counselor Education Department; the other supervisor operated in the urban environment of Portland, Oregon. In pilot testing the materials, both supervisors worked with trainees representing an equal distribution over three levels of responsibility in adult education programs: counselor, instructor, and paraprofessional.

Over a period of six months, each trainee tested 20 modules selected from the original sixty-five. During the testing of each module, the supervisors acted as monitors. After completion of each module, the supervisors interviewed trainees to elicit recommendations for revision.

REVISION

The eighth step of the Project had one concern. That was to revise and rewrite the original role statements and modules. Revision of the original learning materials was based both upon evaluative data synthesized from pilot test activities and a reading level analysis of each original module. The Module Development Committee that drafted the original modules also was involved in rewriting them.

DISSEMINATION

The ninth step of the Project focused on dissemination strategies. The completed materials were disseminated to two target populations: (1) adult educators, and (2) counselor educators. The means of dissemination were national, regional, state and local workshops, conferences, Project publications, and commercial publications.

More than 500 counselors and adult educators participated in 20 workshops to become familiar with the new counselor training materials. The workshops were organized with the assistance of directors of Regional Adult Education Staff Development Projects, and held at the following locations: Gila River, Arizona; Pocatello, Idaho; San Diego, California; Denver, Colorado; Stephenstown, New York; Anchorage, Alaska; Seattle, Washington; Minneapolis, Minnesota; Charleston, West Virginia; Dover, Delaware; Pennsylvania; Washington, D. C.; St. Louis, Missouri; Des Moines, Iowa; Grants Pass, Oregon; Manhattan, Kansas; Lincoln, Nebraska; Portland, Oregon; Union, New Jersey.

The initial objectives of the dissemination phase were twofold: (1) to create an awareness of the Project's goals and objectives for both target populations, and (2) to train adult guidance personnel in using the total SAGE system for local adult or counselor education programs.

SUMMARY

The SAGE training system was developed in the following nine steps.

(1) Exploring scholarly research and conducting a nationwide survey

(2) Defining a philosophy of individual development materialized in the conceptual model

(3) Arriving at a definition of terms

(4) Defining a philosophy of instruction materialized in the training model

(5) Selecting an Advisory Committee responsible for designating role statements

(6) Selecting a Module Development Committee responsible for developing role statements into modules

(7) Pilot testing the modules

(8) Revising the original modules

(9) Disseminating the final system

As a result, final documents are as follows: (1) the Adult Career Education Counseling and Guidance Literature Resource, (2) the Supplemental Literature Resource for Adult Career Education Counseling and Guidance, (3) SAGE Handbook, (4) SAGE Packages, and (5) SAGE Answer Key.*

In brief, the SAGE system was developed by the Project for adult counseling and guidance programs throughout the United States. The Project attempted to take into full consideration circumstances that may be indigenous to any locale. The adaptability, flexibility, and usability of SAGE should be stressed. The Project staff assume that each local program and/or university is in the best position to determine its own needs; therefore, local staff or program instructors may use those modules which best fulfill program needs. Thus, it is possible to design a suitable adult student personnel program by using the total training program, adapting or revising modules, or by developing additional modules. New modules can be developed by following guidelines for module development given in the SAGE Handbook.

A concentrated effort was made to produce quality documents and materials which have a practical application to adult education personnel who have a guidance and/or counseling responsibility. We stress our attempt to

*All product publications are available from Commercial Educational Distributing Services, P. O. Box 3711, Portland, Oregon 97208

have involved both adult and counselor educators in all phases of planning and evaluation. Contributions from both fields give SAGE a wholeness and cohesiveness which tend to reflect both points of view in planning, goals, and objectives.

The ultimate criteria of success in the completed SAGE system will be determined by its usability, flexibility, and adaptability. We trust both product, and, more importantly, process will be a significant starting point in filling the void in adult and counselor education.

CONCEPTUAL MODEL

The purpose of this section is to present SAGE's conceptual model. The Project developed the conceptual model in order to establish philosophic parameters for SAGE. The parameters govern the establishment of counseling and guidance concepts for adult counseling and guidance personnel. The model is predicated on four crucial concepts—life stage, life style, life space, and total life planning.

The SAGE conceptual model emphasized a "total career life style planning" approach to individual development. Such a conceptual model identifies life roles and their interrelationships in an individual's total life style. The conceptual model is, in part, based upon the assumption that those who perform counseling and guidance functions need specific competencies to assist adults in identifying their personal roles and in planning those roles to fit their total life style. An approach which stresses "total career life style planning" will hopefully result in the preparation of adult counseling and guidance personnel equipped to work with adults in this way.

The Life Style Conceptual Model (see Figure I) was adapted from Winthrop Adkins' "Life Skills Education Model." It focuses on life roles and the awareness of the adult to perceive the interrelationships of these various roles through total program planning.

In the Figure illustrating the model, the inner circle represents the counselor's orientation with adults. The counselor needs to be aware of a "total life planning" orientation; such an orientation emphasizes the total life roles each adult plays. The counselor should also be aware of sociological and psychological interrelationships between and among these many life roles. Each adult interacts with several roles (marriage/family, community, consumerism, religion, etc.) which tend to formulate an adult's life style.

The lines extending from the total life planning circle in the Figure represent the different life roles which an adult may have. These life roles taken together comprise a life style concept represented by the

LIFE STYLE CONCEPTUAL MODEL

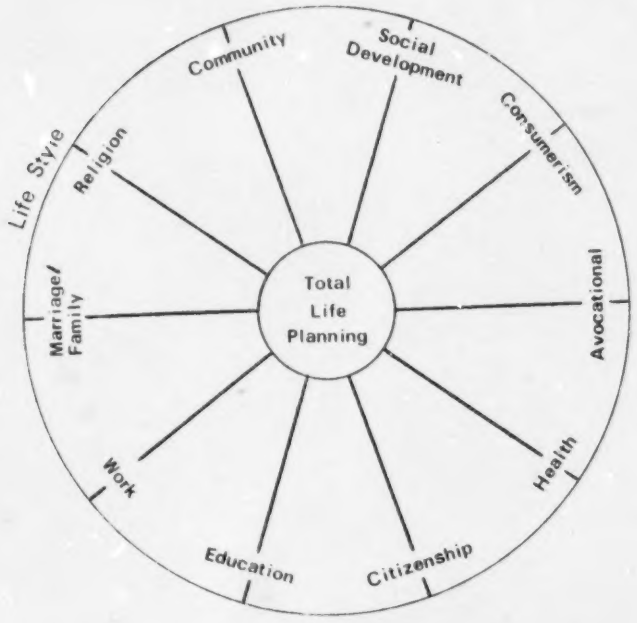

Figure I

outer circle of the Figure. Life roles and the behaviors produced by them are complex and interrelated. The adult counselor must recognize at an indepth level of human awareness the complex, multiple roles, and behaviors displayed by each individual.

Adult counseling and guidance essentially exists to help adults identify behavioral changes that are personally significant. This assistance can help adults to select opportunities to achieve behavior changes that are significant. It also can help adults achieve such desirable changes in a personally satisfying manner. Finally, an awareness of the conceptual model can help counselees become aware of the interrelationships among the different life roles which contribute to their own total life style. As a result of such awareness, counselees can begin to develop insight into their own self concepts. Presumably, such insight will assist adults in making realistic decisions about self in relation to the larger society.

The adult counselor can use the life roles model in different ways. For example, the life roles model encompasses both the orientation of counselor and adult educator. Therefore, the total life planning model enables the counselor to synthesize the concepts of both disciplines in the process of becoming an effective adult counselor.

SUMMARY

SAGE's conceptual model is predicated on an interrelationship among crucial concepts—life stage, life style, life space, and total life planning.

Life stage is a series of psychological processes that denote the degree of individual development at any given age level in life. Life style is the unity that results from the unique combination of values, choices, strategies, and coping behaviors through which individuals establish personal goals and strive toward self actualization. Life space is the totality of facts which determine the behaviors of a given person at a given point in time. Total life planning orientation emphasizes the life roles and their interrelationships in the life style of each adult.

These four concepts were applied to an adult counseling and guidance conceptual model which stresses the process of assisting the adult. The conceptual model offers special facility in helping adults to identify behavioral changes that are personally significant, to be aware of alternatives or options to achieving those behavior changes, to achieve those changes desired in a personally satisfying manner and to develop awareness of the interrelationships among the different life roles which contribute toward an individual's total life style.

In using the conceptual model, the adult counseling and/or guidance specialist has two orientations. One orientation is toward counselor and the other is toward adult educator. This model enables the specialist to synthesize the concepts of both disciplines in the process of becoming an effective adult counselor.

Finally, the conceptual model's most impressive attribute is its flexibility, adaptability, and usability. The conceptual model with all its ramifications can hopefully be applied to many diverse adult and counselor education settings.

TRAINING MODEL

Module Theory

The model that was developed and implemented departs significantly from the traditional learning approach presently used in a majority of educational programs. The model is based on several concepts. First, it is a competency-based approach. This means simply that the criterion for demonstrating evidence of learning is a learner's performance.

Second, the learner's performance is measured in on-the-job situations rather than classroom activities. The setting for learning is therefore "field-based." The learner is faced with real-life experiences as opposed to didactic classroom experiences.

Third, the rate of learning is determined by the learner. The learner may select those tasks in which he or she wishes to develop competence. Among other factors, the learner will probably have the decision influenced by his or her ability, experience, knowledge, and present need. Learners are ultimately responsible for their own learning and should, therefore, progress at their own chosen rates. The implication is that learners enter the program at the point they choose and exit when and where they choose, thus demonstrating an open-entry/open-exit training model.

The training model is one way of organizing a learning system. The model is based on the format of self-instructional packages which have been given several names: Learning Activity Package (LAP), Teaching-Learning Unit, Unipac, and Independent Study Unit, to name a few. No matter what name is used, however, each package is designed to bring the learner toward a gradual competence within a major concept. For the purposes of SAGE, the term "module system" is synonymous with the previously listed descriptive terms.

Module Advantages

The advantages of the module system of training are its adaptability and flexibility. While a module may be optional for some learners, it is at the same time a direct training goal for other learners. Learners choose those modules in which they cannot demonstrate competence.

A competency-based, open-entry/open-exit training program has advantages that the traditional classroom-bound training program does not. The entire module training system is geared to the unique and individual differences of each learner. The learner progresses at his or her own rate, selects objectives within the framework of the training program, and achieves competence through either performing the learning activities and/or devising optional learning activities. This option in the module training system provides for learner individuality and imagination.

Module Components

SAGE contains 21 broad skill areas, referred to as "role statements," that represent the roles required of adult education guidance and counseling personnel. Each role statement in turn is divided into the specific skills which make it up. Each specific skill is taught in one module. A module, therefore, identifies a specific task that relates

back to the role statement. For example, the broad area of group counseling can be divided into several modules or tasks, such as "the ability to appropriately respond to group member behaviors." Specific tasks given within modules themselves are stated in measurable terms called Learning Objectives. (See Appendix A for complete listing of role statements and module titles.)

Each module contains recommended learning activities to help the learner gain competence. The system begins with abstract concepts and ends in specific measurable outcomes. In order to integrate the above concepts, the modules in SAGE were systematically developed with each module containing the following components: Learning Objective, Rationale, Preassessment, Learning Activities, and Postassessment.

Module Development

The following process was used in developing each individual module in SAGE:

1. Begin the module with a Learning Objective

   The Learning Objective must include a statement of task, the outcome of which can be observed or measured. It is therefore important that the objective be clear and concise. The stated task will relate to the previously defined role. The staff discovered that breaking down the general role into isolated tasks provides a maximum opportunity for the learner to acquire competent skills needed in that role.

2. Provide a Rationale

   In order to define the need for the Learning Objective (task) and its appropriate relationship to the Role Statement, a Rationale is included. The Rationale points out to the learner the results of gaining a level of competence in the designated task. As well as stating expected results, the Rationale will usually include a definition of a need that the Learning Objective meets.

3. Devise a Preassessment Tool

   The third component to be included in a module is the Preassessment. The purpose of the Preassessment is to determine the learner's level of competence regarding the task stated in the Learning Objective. If the learner satisfactorily completes the Preassessment according to established criteria, he or she proceeds to the next module. If the Preassessment is not completed satisfactorily, the learner proceeds to the next component in the module, the Learning Activities.

The Preassessment should account for competence acquired as a result of life experiences. The Preassessment measures the task set forth in the Learning Objective. A clear relationship must exist between the Learning Objective and the Preassessment. To insure this crucial relationship, the Preassessment must be stated in measurable terms and includes specific criteria statements for minimum competence in a given module.

4. Establish Learning Activities

In the event that the learner did not satisfactorily complete the Preassessment, the learner proceeds to the Learning Activities. Learning Activities establish the conditions for task competence.

The stated conditions (Learning Activities) must be observed. Optional Learning Activities can be provided to insure a broader base of conditions prompting task competence. This component provides more flexibility than any other component contained in the module.

5. Devise a Postassessment

The last step in developing a module is to provide a criterion for measuring evidence of learning. An appropriate Postassessment will determine competent performance of the task as stated in the Learning Objective. Postassessment may be the same as Preassessment in some cases.

It is crucial to develop a measuring device that has a direct, logical relationship to the Learning Activities. If not, the learner will have no way of demonstrating task competence.

In the event that the learner does not complete the Postassessment satisfactorily, the learner returns to the Learning Activities. The Postassessment will identify areas that require further development. If there is a supervisor available, the learner and supervisor plan additional Learning Activities as needed. In the instance that a supervisor is not available, the learner plans supplementary Learning Activities.

If the Postassessment is completed satisfactorily, the learner proceeds to another module and the process begins again.

SUMMARY

This system may be adapted to a variety of both general settings such as human resource agencies, counselor education programs, community college settings, and also to a broad range of specific adult education settings. The important criteria in adapting this system to other settings is to establish program goals and objectives unique to a specific setting

and adapt or modify the system to reinforce those program goals and objectives. Local programs may develop their own modules utilizing the system's process approach to module development. Therefore, it will be possible for local programs to design a realistic adult student personnel program by utilizing or adapting existing modules and developing innovative modules not covered by existing modules.

APPENDIX A

ROLE STATEMENTS AND MODULE TITLES

1.0 Demonstrate ability to differentiate between the concepts of guidance and counseling

Module 1.1

Differentiate between the concepts of guidance and counseling

2.0 Demonstrate articulation of personal counseling theory and its theoretical basis

Module 2.1

Communicate knowledge of three contemporary counseling theories

Module 2.2

State and support personal counseling theory

Module 2.3

Communicate personal counseling theory

3.0 Demonstrate ability to carry out a one-to-one counseling session

Module 3.1

Develop skill with leads and responses

Module 3.2

Develop empathic counselor behavior

Module 3.3

Discern non-verbal communication

Module 3.4

Establish short-term goals

Module 3.5

Integrate counseling skills

4.0 Demonstrate ability to conduct a guidance interview to achieve a specific end

Module 4.1

Conduct an interview assisting an adult in self-awareness

Module 4.2

Conduct an interview assisting an adult in establishing long- and short-term goals

5.0 Demonstrate ability to structure and conduct group counseling sessions

Module 5.1

Explore criteria used to form counseling group

Module 5.2

Identify the stages of development in a working group

Module 5.3

Learn to structure a counseling group

Module 5.4

Evidence appropriate responses to client behaviors in groups

6.0 Demonstrate ability to counsel with client regarding retirement plans

Module 6.1

Secure knowledge of theories of aging

Module 6.2

Investigate referral sources for senior citizens

7.0 Demonstrate ability to counsel with client regarding leisure time and avocational activities

Module 7.1

Explore concepts of work, leisure, and recreation

Module 7.2

Investigate leisure and recreational activities

8.0 Demonstrate awareness of career patterns and mid-career changes

Module 8.1

Become familiar with career development theories

Module 8.2

Develop a personal career development theory

Module 8.3

Assist client in developing economic self-sufficiency

Module 8.4

Explore the decision-making process

9.0 Demonstrate awareness of various racial, ethnic, economic, and age groups

Module 9.1

Identify social and individual practices and/or behaviors that may affect interracial and intercultural understanding

Module 9.2

Identify specific cultural barriers to effective communication with Native Americans

Module 9.3

Identify specific cultural barriers to effective communication with Chicanos

10.0 Demonstrate knowledge of community resources agencies

Module 10.1

Investigate specific community resources available and requirements for gaining assistance for physical problems

Module 10.2

Investigate specific community resources available and requirements for gaining assistance for personal problems

Module 10.3

Gain experience in dealing with public assistance community resources

Module 10.4

Explore agencies dealing with drug abuse problems

Module 10.5

Explore agencies dealing with birth control and/or abortion information

Module 10.6

Develop awareness of religious influence in the community

Module 10.7

Illustrate awareness of community resources available to adults who desire to make or change life/career goals

11.0 Demonstrate ability to conduct a Needs Assessment Survey to determine adult education guidance and counseling needs in the community

Module 11.1

Learn technique of writing a Needs Assessment Survey Questionnaire

Module 11.2

Develop technique of writing a cover letter

Module 11.3

Conduct a sample Needs Assessment Survey

Module 11.4

Analyze results of sample Needs Assessment

12.0 Demonstrate ability to interact with local businesses, industry, and unions

Module 12.1

Become familiar with labor market terminology

Module 12.2

Investigate labor market trends

Module 12.3

Conduct labor market survey and determine information resources

Module 12.4

Explore public and private job opportunities and employment programs

Module 12.5

Investigate current anti-discrimination legislation and court decisions relative to employment

Module 12.6

Develop knowledge of Affirmative Action programs

Module 12.7

Investigate job placement service procedures

Module 12.8

Investigate work motivators and their relationship to job satisfaction

13.0 Demonstrate awareness of problems such as alienation, stereotyping, and racial discrimination encountered in a work environment

Module 13.1

Discern characteristics of racial discrimination in a work environment

Module 13.2

Become familiar with problems of vocational choice facing ethnic minorities and women

14.0 Demonstrate ability to incorporate an adult counseling and guidance program into a general adult education program

Module 14.1

Gather background information to learn both components

Module 14.2

Conduct community analysis

Module 14.3

Explore activities of counselor functions

Module 14.4

Develop flowchart for physical layout of adult education program

15.0 Demonstrate ability to coordinate an adult counseling and guidance program as an integral part of an adult education program

Module 15.1

Establish communication guidelines among team members

Module 15.2

Explore student orientation procedures in an ABE program

Module 15.3

Investigate methods and materials used in ABE programs

16.0 Demonstrate ability to manage learning activities for counselor aides (paraprofessionals) in adult counseling programs

Module 16.1

Assist counselor aides to use leading questions when conducting an initial interview

Module 16.2

Assist counselor aides to understand and maintain client records

Module 16.3

Assist counselor aides to identify specific target populations

17.0 Demonstrate ability to develop a team approach with administrators, teacher, paraprofessionals, resource agencies, etc., in adult counseling and guidance programs

Module 17.1

State duties of administrator, teacher, and paraprofessional

Module 17.2

Communicate an awareness of client symptoms that reveal need for guidance or counseling services

Module 17.3

State principles on which to develop a team approach

18.0 Demonstrate ability to coordinate activities related to retention of adult students

Module 18.1

Assist in retention of adult students

19.0 Demonstrate ability to establish short-term (1-2 years) and long-term (5-10 years) followup studies of adult students

Module 19.1

Construct a statement of purpose and review of literature for followup studies

Module 19.2

Construct study objectives and questionnaire

Module 19.3

Learn sampling techniques

Module 19.4

Learn data gathering process

Module 19.5

Learn analysis of data

Module 19.6

Construct a report of study

20.0 Demonstrate ability to assist adult students in educational program planning

Module 20.1

Attain knowledge of assessment instruments designed for adults

Module 20.2

Practice selecting appropriate assessment instruments

Module 20.3

Practice administering appropriate assessment instruments

Module 20.4

Identify and build appropriate group norms

21.0 Demonstrate awareness of adult education terminology and proposal writing procedures

Module 21.1

Demonstrate knowledge of ABE terminology

Module 21.2

Write behavioral objectives

Module 21.3

Write a research design

Module 21.4

Write a sample proposal for funding